

## Language development: nouns followed by particles

1 Complete the following sentences taken from the text on pages 98–99, with the correct particle.

- Historical trends are a useful guide \_\_\_\_\_ the future. [line 17] \_\_\_\_\_
- His predictions \_\_\_\_\_ grammar were more radical. [line 47]
- Old English had a rich system \_\_\_\_\_ inflections for conjugating words ... [line 49]
- Some show signs \_\_\_\_\_ changing. [para C]
- Fortunately, recent research \_\_\_\_\_ language evolution can help. [para G]

2 Complete the following sentences with a suitable particle from the box below. Words can be used more than once.

for            to            of            over            with

- I have a terrible fear \_\_\_\_\_ heights.
- We need to find a solution \_\_\_\_\_ this problem quickly!
- Access \_\_\_\_\_ the building is situated down that alleyway round the corner.
- Isn't there any alternative \_\_\_\_\_ having an operation, doctor?
- The fire officer was given an award in recognition \_\_\_\_\_ his services to the community.
- The writers are working in collaboration \_\_\_\_\_ scientists in order to produce a comprehensive book on space exploration.
- She was on the verge \_\_\_\_\_ tears, so I asked her what was wrong.
- The city council and refuse collectors are in dispute \_\_\_\_\_ wages again.

### Key word: *set*

3 The past participle form of the verb *set* can also be used in certain phrases. Explain the meaning of the phrases in *italics* in the following sentences.

- 'Don't ask her to change now. She's too old and *set in her ways*.'
- 'Jane's parents are so *set against* her marrying Kevin that they may not go to the wedding.'
- 'Oliver's *set to* start university in September.'
- 'This hotel has a very good *set menu*, but if you want more choice, there's a great restaurant down the road.'
- 'Claire's *set on* coming to stay for Christmas, so I can't say no to her.'

4 Match the following phrasal verbs with their definitions.

#### A

- |                               |            |
|-------------------------------|------------|
| 1 set about                   | 6 set down |
| 2 set someone against someone | 7 set in   |
| 3 set apart                   | 8 set off  |
| 4 set aside                   | 9 set out  |
| 5 set back                    | 10 set up  |

#### B

- delay the development of something
- cause someone to start a fight with someone else
- make an alarm start ringing
- keep something such as money for a particular purpose
- write something down in order to keep a record of it
- start doing something which takes time and effort
- (of a period/season etc) start and seem likely to continue for a long time
- begin with the intention of doing something specific
- start a business
- make someone look different or special compared to others

5 Complete the sentences with a suitable phrasal verb from exercise 4. Make any grammatical changes necessary.

- It suddenly went very cold in November, as winter \_\_\_\_\_.
- Billy \_\_\_\_\_ the fire alarm at school again. The headmistress is furious!
- I've been \_\_\_\_\_ some money each month for my summer holiday next year.
- Simon was doing well at work, but this accident has really \_\_\_\_\_ his latest project.
- Can you \_\_\_\_\_ your ideas in a proposal and email it to me, Helen?

6 There are many more phrases with *set*, including phrasal verbs. How many can you think of? Check in a dictionary, and make a list or a word web in your notebook.

# Listening: multiple matching

## SPOTLIGHT CHECKLIST

### PAPER 4, PART 4 Doing multiple tasks

#### Remember:

- Although there are five different speakers, the texts are linked by a similar theme. The tasks will involve picking out the speaker's main point, their attitude, or opinion, and it may be necessary to identify who the speaker is.

#### Tip

- Decide how you want to tackle the tasks. You may find it easier to tackle task one as you listen the first time, and task two as you listen the second time. Some students prefer to tackle both tasks at the same time, using the second listening to focus on checking the more challenging questions.

#### Practise:

- trying out both techniques, and decide which one suits you best;
- listening tasks which require you to pick out the speaker's main point, and also their attitude.



## 1 13.1 PAPER 4, PART 4 You are going to hear five people talking about communicating with children.

### Task One

For questions 1–5, choose from the list A–H the person who is speaking:

- |   |           |                        |
|---|-----------|------------------------|
| A a family counsellor                       | Speaker 1 | <input type="text"/> 1 |
| B a gifted young person                     | Speaker 2 | <input type="text"/> 2 |
| C a primary school teacher                  | Speaker 3 | <input type="text"/> 3 |
| D a child psychiatrist                      | Speaker 4 | <input type="text"/> 4 |
| E a vet                                     | Speaker 5 | <input type="text"/> 5 |
| F a young person with a learning disability |           |                        |
| G a working mother                          |           |                        |
| H a parent of a child with special needs    |           |                        |



### Task Two

For questions 6–10, choose from the list A–H what the person is expressing:

- |   |           |                         |
|---|-----------|-------------------------|
| A support for a system which teaches children to become more responsible/confident. | Speaker 1 | <input type="text"/> 6  |
| B anger over a misunderstanding.  | Speaker 2 | <input type="text"/> 7  |
| C relief that early fears were unfounded.   | Speaker 3 | <input type="text"/> 8  |
| D frustration over an inability to communicate.                                     | Speaker 4 | <input type="text"/> 9  |
| E appreciation of a small gesture of kindness.                                      | Speaker 5 | <input type="text"/> 10 |
| F advice on parental approaches to a problem.                                       |           |                         |
| G delight in the effects of a learning strategy.                                    |           |                         |
| H concern that a teaching method won't work.  |           |                         |